

DOCUMENT RESUME

ED 152 399

PS 009 800

AUTHOR Prusso, Kenneth W.
TITLE Prekindergarten Head Start Evaluation Year End Report 1976-1977. Report No. 7808.
INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS AGENCY Philadelphia Anti-Poverty Action Commission, Pa.
PUB DATE Jul 77
NOTE 79p.; For related documents, see IS 009 799-803

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS Annual Reports; *Comparative Analysis; *Developmental Programs; *Early Childhood Education; Health Services; Intervention; Low Income Groups; Models; Parent Participation; Preschool Education; Preschool Programs; *Program Descriptions; *Program Evaluation; Public Schools; Skills; Social Services; Staff Improvement

IDENTIFIERS Learning Accomplishment Profile Planned Variation; Pennsylvania (Philadelphia); Project Head Start

ABSTRACT

This report is a compilation of information on the educational, parent involvement, health services, social services, and staff development components of Prekindergarten Head Start, a School District of Philadelphia child development preschool program for children of low income families. Instructional models used in the program were Bank Street, Montessori, Behavioral Analysis, Open Classroom, and Responsive Learning. Children's development was documented by teachers using checklists in seven areas: gross motor, fine motor manipulation, writing, social, self-help, language, and cognition. Information on the program was gathered through various instruments involving direct observation, opinion surveys, and summary documents. While all groups of children were found to show increases in their developmental skills different developmental "profiles" were found for the different instructional models. The majority of the 850 children in the program were screened for a variety of health problems, and most found to be in need were treated. Ninety three percent of the 700 families with children in the program were identified as needing help of a social service nature, and nearly 75% of the families so identified received help. Parents participated in a variety of center activities. Staff workshops were reported to affect classroom practices. Appendices contain evaluation forms and observation data. (SE)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

PS

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

July, 1977

**OFFICE OF RESEARCH
AND EVALUATION**
THE SCHOOL DISTRICT OF PHILADELPHIA

PREKINDERGARTEN HEAD START EVALUATION
YEAR END REPORT
1976-1977

Report Prepared by:
Kenneth W. Prusso

Report #7808
July, 1977

Elaine S. Spain
Program Administrator
Prekindergarten Head Start

Thomas McNamara
Manager
Early Childhood Evaluation

Constance Clayton
Executive Director
Early Childhood Programs

Irvin J. Farber
Assistant Director
Priority Operations
Evaluation Services

Michael H. Kean
Executive Director
Office of Research and Evaluation
The School District of Philadelphia

ABSTRACT

Prekindergarten Head Start, a child development preschool program for children of low income families, has received its sixth year of evaluation in Philadelphia. Children's development was documented in seven areas (Gross Motor, Fine Motor Manipulation, Writing, Social, Self Help, Language, and Cognition) through teacher used checklists. Depending upon which of five instructional models the children were in, different average developmental "profiles" were found. The children in the Bank Street and Montessori models had higher levels of development in more areas than did children in Behavioral Analysis, Open Classroom, and Responsive Learning. Based upon a comparison of developmental data with observational data, there seems to be a relationship between what was emphasized in the preschool curriculum and the relative developmental status of the participating children.

All groups of children were found to show increases in their developmental skills. Those who were found initially to warrant special attention due to consistently low levels of development made noticeable improvement. On the average, the children's levels of development in all seven areas were at or above those expected for children of the same age at the year's end.

A majority of the 850 children were screened for a variety of health problems. Of those found to be in need, most were treated. Ninety-three percent of 700 families were identified as needing help of a social service nature, and nearly three-fourths received it. Of all the face-to-face contacts with parents, nearly half were at the families' homes.

Through summations of quarterly reports it was found that the parents

of the children participated in a variety of activities. A major focus of the center parent group was planning educational activities. Parents also spent time in fund raisers and social functions. Overall, each parent volunteered an average of one and a quarter hours per week to the program.

The staff reported that workshops on child growth and development, child abuse, and learning disabilities had an effect on classroom practices. In the future, they wished to learn how to better use creative arts in the curriculum.

MEMBERS OF THE BOARD OF EDUCATION

Mr. Arthur W. Thomas, President
Mrs. Edward Oberholtzer, Vice President
Mr. Augustus Baxter
Mrs. Lawrence Boonin
Robert M. Sebastian, Esq.
Mrs. Michael Stack
George Philip Stahl, Jr., Esq.
Dr. Nicholas Trolie

Dr. Michael P. Marcuse, Superintendent of Schools, Secretary and Treasurer
Dr. Robert L. Poindexter, Executive Deputy Superintendent

Dr. I. Ezra Staples
Deputy Superintendent for
Instructional Services

Mr. Thomas C. Rosica
Executive Director
Federal Programs

ACKNOWLEDGMENTS

This report is based upon data gathered and analyzed by the Early Childhood Evaluation Unit (ECEU). Each member of the Unit contributed their own part to this report, and their work deserves to be acknowledged here.

<u>NAME</u>	<u>AREA</u>
Mildred Asano	Program Background
Aaron Bass	Parent Involvement
Cleopatra Figgures	Health and Nutrition
Judith Goodwin	Staff Development
Sherran Toll	Staff Development
David Silbermann	Developmental Status
Richard Maraschiello	Computer Support
Janice Atkins	Technical Support
Marilyn Ryan	Technical Support

TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION	1
II. EDUCATIONAL COMPONENT	3
A. Classroom Observation	
B. Children's Developmental Status	
III. PARENT INVOLVEMENT COMPONENT	19
A. Functions of Head Start Parent Center Committee	
B. Volunteer Hours	
C. Workshops	
D. Employment of Parents	
E. Summary	
IV. SUPPORTIVE SERVICES COMPONENT	23
A. Health Services	
B. Social Services	
V. STAFF DEVELOPMENT COMPONENT	33
A. Attendance at Staff Development Workshops	
B. Amount of Supervisory Support	
C. Satisfaction with Supervisory Support	
D. Impact on Classroom Practices	
E. Future Staff Development	
F. Summary	
VI. SUMMARY AND CONCLUSIONS	41
A. Educational Component	
B. Parent Involvement	
C. Health Services	
D. Social Services	
E. Staff Development	

APPENDICES

I. INTRODUCTION

The Prekindergarten Head Start Program is one of five prekindergarten programs which fall under the leadership of the School District of Philadelphia. The programs are: Prekindergarten Head Start, Get Set Day Care, Child Care Centers, Parent Cooperative Nurseries, and a collection of "local" prekindergartens situated in three different schools. The data contained herein are concerned only with the Prekindergarten Head Start Program, but many times an understanding of the program was aided by data from the combined evaluation work.

Prekindergarten Head Start was first implemented by the School District of Philadelphia in 1970. It is supported by both the Philadelphia Anti-Poverty Commission under the Community Service Act of 1974 and local funds. It currently is implemented in eighteen sites, consisting of local churches and school buildings. It is an educational program for children from low-income families, aged three through five, ten percent of whom are handicapped. It also provides staff development, comprehensive health services, and social services support, and it depends upon parent leadership and volunteer time.

The educational component is implemented according to the designs of five instructional models: Bank Street, Behavioral Analysis, Open Classroom, Montessori, and Responsive Learning.

The program operates for ten months of the year (during the school year) between 8:45 a.m. and 3:00 p. m. five days a week. Its staff consists of 48 teachers and 48 aides, three instructional coordinators, a parent coordinator, three parent workers, a social service coordinator, three school community coordinators, a health coordinator, three nurses, a mental health specialist, and a nutritionist. The program, as part of its health component provides breakfast, snacks, and lunches for the children, and hires noon-time aides it trained in principals of nutrition.

This report is a compilation of information gathered through various instruments involving direct observation, opinion surveys, and summary documents. The sections are self-explanatory. Copies of instruments are to be found in the Appendices, as well as some data displays. The report is deliberately designed to be as concise as possible, although this was difficult considering its comprehensive nature.

II. EDUCATIONAL COMPONENT

A description of the Educational Component of the Prekindergarten Head Start program comes from two empirical sources. From the Prekindergarten Observation Form is drawn a description of the educational and developmental setting (see Appendix A-1 for a copy of the form). A summary description of the children's development is provided through use of the Learning Accomplishment Profile (LAP), a developmental checklist used twice during the school year by the Head Start instructional staff.

A. CLASSROOM OBSERVATION

The Prekindergarten Observation Form (PKOF) was used by trained observers twice during the school year. This report reflects observation data about all eighteen centers and 43 of the 48 "classes." Data gathered on the PKOF are used to describe the organization, materials, developmental emphasis, and adult interactions with children.

1. Class Organization

The children in each of the classes observed represented all program age ranges, including three-, four-, five-year-olds (for two-thirds of the observations) and three-, and four-year olds (for one third of the observations).

The formation of groups within the class tended to be diversified throughout the program in that one-third of the time children were in five or more groups comprised of one, two, or three children each.

The remainder of the observations found one, two, three, or four groups per class to be evenly distributed so that there seemed to be no particular preference for grouping across the program.

There was an average class size of eighteen children. Across the program, one-half of the children were four years, and the remainder were three or five years. The average adult to child ratio was 1:6. Adults included one teacher, one aide, and either another aide, a parent volunteer, or an assistant.

2. Materials in Use

The observations of materials in use showed that scissors/crayons/paste and pencils/pens/blank paper were each in use in one out of every three observations. Housekeeping objects (pots, pans, etc.) were observed one of every five occasions; seriated objects -- one out of six; plants/shells/other collections -- one out of five; letters/words/numerals (used as props) -- one out of three; and picture books/story books -- one out of every five occasions. Other materials in use were noted less than one out of six times. This distribution of materials in use suggests that the program supports a variety of aspects of child development: Fine Motor, Social Dramatic, Mathematical/Logical, and Language and Concept development. Observations of Large Muscle development objects were noticeably few, and the types of materials for Social Dramatic and Fine Motor development seemed restricted to a few types of materials.

3. Scheduled Program Activities

Each observer categorized each observation period according to one of four major types of activity: Free Play, Structured Activity, Routines, Outdoor Play. Structured Activity (organized and arranged by the adults) accounted for one-half of the program time. Free Play accounted for better than one-quarter, Routines (toileting, eating, arrival/departure) accounted for one-seventh, and Outdoor Play accounted for one-fourteenth of the programs's time (as observed).

4. Developmental Emphasis

The activities of children within each scheduled program activity were also categorized by the observers during observations. The categories represent seven Developmental Areas, roughly corresponding to the Developmental Areas identified on the Learning Accomplishment Profile (LAP), to be discussed below. Each activity could be identified as "belonging" to all seven or fewer Developmental Areas. The length of time the activity continued and the number of children involved in each activity were used as indicators of the different developmental emphases. Results from this procedure provide the means for characterizing the developmental emphases of each of the four major activity types.

Structured Activity appeared to be centered on Language/Concepts. Free Play appeared to be centered on Social Interaction with a secondary emphasis upon Fine Motor Manipulation. Routines appeared to be centered on Social

Interaction and Self-Help. Outdoor Play appeared to be centered upon Gross Motor and Social Interaction areas. (a graphic display of these are found in Appendix B in four Tables.)

An overall program aggregation showed that the development emphasis was proportioned as follows: (Each area could occur 100% of the time if some theoretically ideal activity were used to stimulate all aspects of child development simultaneously.)

<u>Developmental Emphasis</u>	<u>Proportion of Time Observed</u>
Social Interaction	54%
Language/Concepts	47%
Fine Motor Manipulation	27%
Gross Motor	20%
Mathematics/Logic	19%
Self-Help	19%
Drawing/Writing	9%

5. Analysis of Developmental Emphasis by Models

The five models (Bank Street, Behavioral Analysis, Open Classroom, and Responsive Learning) of the Prekindergarten Head Start Program were each analyzed for their developmental emphasis. Each area was compared to the total program norms and coded in Table 1 as follows:

If the emphasis was noticeably higher than the norm for the program, a "+" was entered on the table.

If the emphasis was noticeably lower than the norm for the program, a "-" was entered on the table.

If the emphasis was neither noticeably higher or lower than the norm for the program, an "0" was entered on the table.

TABLE 1
DEVELOPMENTAL EMPHASIS OF EACH MODEL COMPARED TO PREKINDERGARTEN
HEAD START NORMS BASED UPON OBSERVATIONAL DATA, 1976-1977

Model	Gross Motor	Fine Motor Manipulation	Fine Motor Write	Social Interaction	Self-Help	Math/Logic	Language Vocab.
Bank Street	0	-	0	0	+	+	+
Behavioral Analysis	-	+	0	0	+	-	-
Montessori	+	+	+	0	-	+	+
Open Classroom	+	0	0	0	-	-	0
Responsive Learning	0	-	-	+	-	0	0

It is possible to observe on Table 1 the relative number of areas given emphasis more than, the same as, or less than the program norms. The Montessori Model emphasized five areas more than is typical of the program norm. Conversely Responsive Learning Model emphasized one area more, but three areas less than the norm for the program.

The models were rank ordered for the number of areas of developmental emphasis found above or below the norms for the program. In order from high to low, the models are Montessori, Bank Street, Behavior Analysis, Open Classroom, and Responsive Learning. Of course, what is implemented and emphasized by each model is presumably a matter of design in light of an instructional model and "understanding of development." This rank order simply identifies which model offers the wider developmental emphasis in its curriculum without concern to what is desired or what is better. An important issue remains, and that is to establish some relationship between what appears to be emphasized and the developmental advance the children make.

6. Characteristics of Classroom Staff's Interaction with Children

During Structured Activity, classroom staff's interaction with children were characterized by the following items (given in order of percentage of occurrence within observations):

1. an adult was with the group being observed (90%)
2. an adult led the children in an activity (73%)
3. an adult gave verbal directions/procedures (60%)
4. an adult approved the children's behavior (45%)
5. an adult asked "closed" questions (those with an expected correct answer (43%)
6. an adult instructed (for knowledge) (35%)
7. an adult asked "open" questions (those without an expected "correct" answer) (26%)
8. an adult showed children something (26%)

These suggest that during Structured Activity, classroom staff's major roles were teaching children Language and Concepts, or keeping them engaged in Language Concept activities.

During Free Play, classroom staff's interaction with children were characterized by the following items:

1. an adult was with the group observed (60%)
2. an adult observed the children (43%)
3. an adult gave directions/procedures (42%)
4. an adult made suggestions to children (25%)
5. an adult asked open questions (those which have no expected "correct" answer) (24%)
6. an adult talked socially with a child (23%)
7. an adult led the children in an activity (20%)

These suggest that the classroom staff were close, supportive observers, being friendly but still providing some control over behavior, while children chose activities emphasizing Social Interaction or (to some extent) Fine Motor Manipulation.

During Routines, classroom staff's interactions with children were characterized by the following items:

1. an adult was with the children observed (77%)
2. an adult gave directions/procedures (45%)
3. an adult observed the children (40%)
4. an adult let the children in an activity (25%)
5. an adult physically nurtured the child (23%)
6. an adult talked socially with the child (23%)

These suggest that the classroom staff were present, occasionally leading the activity, being social and "motherly." Children appeared to be functioning with an adult present while carrying out Self-Help skills and interacting socially. (The characteristics here are quite similar to those during free play.)

During Outdoor Play, the classroom staff's interactions with children were characterized by the following items:

1. an adult was with the children observed (54%)
2. an adult observed the children (50%)
3. an adult gave verbal directions/procedures (45%)

These suggest that Outdoor Play was characterized by little staff talk (probably since adults were physically further from the children than during other activity times) and adult's observation and direction for the general (Gross Motor) activity were emphasized while children interacted socially.

7. Summary

The characteristics of the adult's interactions with children tend to fall into three major groups. One is teaching (occurring during structured activities), another is directing children in activities (structured activities and routines) and the third is observing but maintaining control over behavior during free play and outdoor play. The program might be seen as fairly structured, emphasizing language and concept development and allowing ample social interaction. The mixture of ages (three through five) is likely beneficial to the children, but is also likely to present more organizational difficulties to the staff, i.e., requiring more direction and structuring on their

part. Overall, selected materials were used frequently and seemed to represent "favorites," but whether these "favorite" materials were chosen by the children or were simply most often available is not certain. Finally, the Montessori and Bank Street Models appeared to offer more areas of developmental emphasis to children, while the Responsive Learning Model provided less diversity when models were compared to overall program norms.

B. CHILDREN'S DEVELOPMENT STATUS

During the 1976-1977 school year, Prekindergarten Head Start made use of the Learning Accomplishment Profile (LAP) as a measure of children's developmental status. The LAP, which was chosen to replace the Denver Developmental Screening Test (DDST) is a structured observational guide, a checklist designed to be used by teachers to provide information about each child's mastery of skills in seven developmental areas: Gross Motor, Fine Motor Manipulation, Fine Motor Writing, Social Interaction, Self-Help, Cognitive, and Language. Teachers kept records of children's progress on an ongoing basis, and the recorded data were collected by the Evaluation Unit for overall analysis and feedback in both December and May.

1. Technical Concerns Regarding the Learning Accomplishment Profile (LAP)

The information gained was used both to document the development of children and to examine how development might be a reflection of the program. However, because of its use for the first time in the program, data were first applied to questions concerning the appropriateness of the LAP itself for use as a teacher record keeping system. Information pertaining to teacher preparation and use of the LAP in the Fall of 1976 as well as earlier results can be found in The First Use of the Learning Accomplishment Profile (LAP) in Pre-kindergarten Head Start 1976-1977, ORE Report Number 77137.

In May, 639 LAP records were received, of which 553 were for children who had a December 1976 LAP record. Only these childrens' records (553) are discussed here. For total groups of children, the LAP demonstrates satisfactory ability to distinguish among children of different ages. That is, children who were called the "five-year-olds" (they were four years six months to five years six months in December of 1976) attained higher median levels of mastery than the "four-year-olds," who in turn attained higher median levels of mastery than the "three-year-olds."

Two concerns about the LAP noted in the Fall continued in the Spring, and should be kept in mind in reading the discussion below:

1. Although there were apparently a sufficient number of items to adequately record the developmental range of younger children, older children were frequently capable of accomplishing the most advanced items. Hence, the upper range of the checklist needs to be extended to include more difficult skills.
2. In all areas except Fine Motor Manipulation, there was a very wide range of median scores, for groups of children the same age reported from different centers. It will take further study to determine just how much of this spread results from variations in teacher use of the instrument versus "de facto" differences in center effects.

In an effort to solve these problems and make the LAP into a more generally reliable and appropriate information-recording system, the Prekindergarten Head Start Instructional Coordinators worked as members of a LAP Revision Committee composed of representatives of all Early Childhood Programs. Revisions are proposed for the next year's use of the Lap.

2. Tentative Findings Regarding Model Differences

After the initial use of the LAP (before December), there was little rationale for using the data to make comparisons among the five program models (Bank Street, Behavior Analysis, Montessori, Open Classroom, Responsive Learning). The May data, however, are from those children who were exposed to the program at least six months or more. It was therefore reasonable to see whether reported medians from centers within the same model were consistent. It was found that the medians of each LAP area for "four-year-olds" were overwhelmingly consistent within models except for three cases out of 35 (five models times seven areas). This left 32 subsections from which tentative findings could be drawn with some legitimacy (see Table 2).

TABLE 2
PREKINDERGARTEN HEAD START RELATIVE
LAP RESULTS FOR EACH INSTRUCTIONAL MODEL
SPRING 1977

Model	Gross Motor	Fine Motor Manipulation	Fine Motor Write	Social Motor Action	Self-Help	Cognitive	Language
Bank Street	0	0	+	0	+	+	0
Behavioral Analysis	-	0	-	0	0	-	0
Montessori	+	0	+	0	0	+	0
Open Classroom	0	0	0	0	0		0
Responsive Learning		0	-		-	-	0

"+" means that the median for the middle-age group of children was higher than the program's median for that group; "-" means the median was less, and "0" means the median was approximately the same.

Results indicated that median scores from the Behavioral Analysis and Open Classroom Models were quite close to overall program medians on all subsections, although the Fine Motor Writing area was somewhat depressed. The Cognitive area for Behavior Analysis was also slightly depressed. The Cognitive area reported by centers in the Open Classroom Model exceeded the limits of consistency and is not discussed. Self-Help and Cognitive areas were below total program medians, while Gross Motor and Social areas appeared to be inconsistent among the model's center and are therefore not discussed.

The Bank Street Model was slightly above the program medians in three areas: Writing, Self-Help, and Cognitive. The other areas were essentially at the median. The Montessori Model was also above the program medians in Gross Motor, Writing, and Cognitive areas.

Considering each model relative to the others, it would appear that they could be ranked high to low according to LAP results as follows: Montessori and Bank Street, Open Classroom, and Behavioral Analysis and Responsive Learning. It is of great interest to find these ranks parallel those from the observational data.

The results of Tables 1 and 2 were taken together to ascertain whether any relationship existed between relative curricular emphasis and relative LAP results reported by program staff. Table 3 shows the relationship.

TABLE 3
THE RELATIONSHIP BETWEEN
OBSERVED DEVELOPMENTAL EMPHASIS OF PREKINDERGARTEN
HEAD START MODELS AND SPRING LAP RESULTS

Model	Gross Motor	Fine Motor Manipulation	Fine Motor Write	Social Interaction	Self-Help	Cognitive Math/Logic	Language
Bank Street	1	1	1	1	1	1	0
Behavioral Analysis	1	0	0	1	0	1	1
Montessori	1	0	1	1	1	1	0
Open Classroom	0	1	1	1	1	*	1
Responsive Learning	*	1	1	*	1	0	1

In Table 3, when the relative amount of developmental emphasis observed in the model was at one level, and the corresponding relative LAP result was at an equal level or the next higher level, a "1" was coded in the cell. When the relative amount of developmental emphasis observed was at one level, but the corresponding, relative LAP result was at a lower level, a "0" was coded in the cell. An "*" was coded when the LAP results were not used because of a questionable amount of inconsistency among the centers' data for the given model for that particular developmental area. There was no case where the observational data was completely opposite to the corresponding LAP result.

Table 3 shows that there is a relationship between what a model either did or did not emphasize and the corresponding LAP results reported by the instructional staff. Most of the models exhibited a strong relationship between the two measures. The model showing the least consistency among the two

measures was the Behavioral Analysis Model. Why this inconsistency arises for that model is not known.

Although tentative, the findings hold promise for future work. First, it appears as though model differences might contribute to developmental differences in program participants as documented by teachers using the LAP. Establishing greater reliability and a better range for older children in order to better relate child development to model differences will present an additional challenge for the coming year. To do this may require the gathering of more observational data at fewer, although "representative," centers.

3. General Program Findings

Progress of the children through increases in median scores may be noticed by comparing Fall to Spring results shown on Table 4. For all groups, program-wide, in all areas, improvement in median scores was found.

The median LAP scores for four-year-olds (four years six months in May) were used to develop an overall program estimate of functioning adequacy in relation to developmental age. Although a very rough measure, it appeared that for all areas, the median child of 54 months had mastered sufficient items to be considered functioning at or above his or her developmental age.

One question was whether the proportion of children who, originally identified as displaying a delay in developmental skills, continued to be so identified. Originally, (December) 173 were so identified, i.e., 23% had LAP "scores" below the 25th percentile level in three or more LAP areas. One hundred seventeen of those children remained in the program (or at least had a second set of LAP (May) scores reported). Of the 117, only 8 (7%), when compared to the original norms, continued to display this same condition.

TABLE 4
EARLY CHILDHOOD EVALUATION UNIT
PREKINDERGARTEN HEAD START

L.A.P. ADMINISTRATION FALL, 1976; SPRING, 1977

MEDIAN NUMBER OF ITEMS ACCOMPLISHED FOR EACH AGE GROUP ON EACH SUBTEST

TOTAL PROGRAM

	Age Group A		Age Group B		Age Group C	
	Fall	Spring	Fall	Spring	Fall	Spring
Gross Motor (23 items)	11	16	15	19	17	21
Fine Motor (19 items)	11	14	13	16	14.5	17
Writing (26 items)	3	8	8	16	13	20
Social Skills (38 items)	16	28	23	31	29	33
Self Help (26 items)	15	19	19	23	22	24
Cognitive (51 items)	14	27.5	26	39	35	45
Language (29 items)	12	19	19	24	23	25
	* N=117	N=103	N=355	N=288	N=149	N=141

* N's vary for individual subtests. The N given is based on the "Gross Motor" subtest.

4. Summary

While there are still some technical concerns regarding the LAP, the instrument has provided considerable information in its first year of use

A more refined version of the instrument has been developed for use next year. It is expected that the revised instrument will be more reliable.

The major findings should be considered tentative and interpreted with caution:

1. The Bank Street and Montessori Models appear to be performing slightly better than the others, overall.
2. The program as a whole appears to be insuring that the children are generally functioning as expected according to their age.
3. All age groups showed an increase in developmental skills.
4. The program has had a noticeable impact on the percentage of children who were originally identified for special attention. Only 7% of the original group so identified continue to exhibit questionable levels of mastery.
5. Although tentative, a relationship appears to exist among the areas of development emphasis provided by the models and the group LAP results reported by the instructional staff.

III. PARENT INVOLVEMENT COMPONENT

Parent involvement in Head Start is mandated by federal guidelines. Toward this end, there are three functioning parent committees at the level of "center," "area," and "city-wide." Head Start has set as its goal two hours of parent volunteer work for each parent each week.

A "Quarterly Parent Involvement Questionnaire" was distributed three times to obtain data covering the period between September, 1976 through May, 1977. The information was reported by Head Start Parent Coordinators or Parent Involvement workers.

The findings for this component are as follows:

- A. Functions of Head Start Parent Center Committee. Members of the parent committee operating at the center level spent most of their time planning educational activities, doing fund raising, and planning social activities (see Table 5). The social activities included attendance at cultural events, such as the theater.
- B. Volunteer Hours. Parents in Head Start contributed 33,900 hours over nine months (see Table 6). Approximately 800 parents contributed an average of forty-two hours each for the year, or more than an hour per week per parent.

The parents reportedly volunteered 17,500 hours to the classroom (approximately 40 minutes per parent per week). Clearly, their major volunteer emphasis was helping in the classroom. A total of 3,954 volunteer hours were attributed to the time they spent in workshops.

TABLE 5
FUNCTION OF HEAD START
PARENT CENTER COMMITTEE
(N=54)

TYPE OF ACTIVITY	AMOUNT OF TIME SPENT			No Response
	Great	Moderate	Little	
Suggestions for Policy Decisions	47.2%	47.2%	3.8%	1.8%
Planning Educational Activities	83.0%	17.0%	0%	0%
Attending Home Economic Meetings	30.2%	47.2%	22.6%	0%
Planning Social Activities	69.8%	26.4%	3.8%	0%
Fund Raising	75.5%	22.6%	1.9%	0%
Other Functions	26.4%	9.4%	7.5%	56.7%

TABLE 6
HEAD START VOLUNTEER HOURS OF PARENTS
1976 - 1977

	Workshop	Classroom	Other	Total
Program sum	3,954	17,827	12,122	33,903
Average per site	220	990	674	1,884

C. Workshops. There were 91 workshops given for parents. The number and type are shown on Table 7. Most of the workshops were about "Other," but personal "Growth and Development" was the most frequent specific type of workshop, followed closely by "Policy Planning" and "Educational."

TABLE 7
HEAD START WORKSHOPS FOR PARENTS
1976 - 1977

Topic of Workshop	Rank of Workshop	Number of Workshops	Average Number workshops attended by Parents of Each Center
Growth and Development	2	21	15
Planning Policy	3	18	10
Other (Miscellaneous)	1	26	8
Social Services	5	9	9
Educational	4	16	16
Career	6	1	1
TOTAL ALL WORKSHOPS		91	

D. Employment of Parents. The program employed 136 parents this year, most of whom were Teacher Aides (48). Another 36 were first and second substitutes for that category. Noontime Aides and their substitutes constituted the second largest category of parent employment. Table 8 shows the other categories of employment. Training parents for these positions receives considerable attention from the program staff.

TABLE 8
PREKINDERGARTEN HEAD START
EMPLOYMENT OF PARENTS

<u>Position</u>	<u>Number</u>
Parent Involvement Coordinator	1
Parent Involvement Workers	3
Teacher Aides	48
Substitute Teacher Aides	18
2nd Substitute Teacher Aides	18
Noontime Aides	18
Substitute Noontime Aides	18
Parent Scholars	9
Testers for BA	3
TOTAL	136

E. Parents in Head Start engaged in a wide variety of activities and volunteered over an hour per week per person to the program. Ninety-one workshops were given for parents, and 136 parents were employed by the program during the year.

IV. SUPPORTIVE SERVICES COMPONENT

A. HEALTH SERVICES

The health component staff, consisting of the Health Coordinator, three cluster nurses, the Nutritionist and the Mental Health Specialist, were responsible for facilitating services in the following areas: Physical examinations, various screenings, treatment of defects, parent education, food served, and identification and integration of handicapped children into the program.¹

1. Screening and Treatment

Table 9 shows the screenings which were provided to the 850 Head Start students in the 1976-77 school year based on data submitted by May 1977. Given also are the number of defects found during the screenings, and the number under treatment for the care and/or elimination of the defect.

TABLE 9
TOTAL PROGRAM
SCREENINGS AND TREATMENT

Type of Screening	Number Screened	Number Defects Found	Number Under Treatment
Physical Examinations	546	177	140
Dental	547	134	75 ²
Vision	653	31	30
Podiatry	513	*	*
Hearing	653	40	30
Growth	476	*	*
*Screening results have not yet been received.			

1. ORE Report #7700

2. There is additional end-of-the-year documentation which shows that approximately 250 visits were made to clinics by Head Start students for the treatment of dental defects.

The table shows that over half of the children received comprehensive screenings and are under care for treatment of defects found.

Vision and hearing screenings were performed on three-fourths of the pupils by Head Start health personnel. Referrals for treatment occurred in the majority of cases where abnormalities were found. The data suggests that a larger number of vision defects are "under treatment". Podiatry and growth (height and weight assessments) screenings were also received by the students.

Almost 65% of the students received dental screenings. Of the defects found and referred for treatment, half are under treatment. Based on a comparison with last year's health data, consistent and comparable health screenings were provided to the students for the last two years.³

2. Handicapped Children

It is required by federal mandate for the Head Start Program to have a 10% "handicap" enrollment. As of May 1977, approximately sixty-nine children, 8% of the total enrollment, were diagnosed as handicapped. The diagnosis included those children with chronic illnesses. Information provided by the Health Coordinator indicates that an additional twenty-nine children are pending diagnosis as handicapped. If half of those children "pending" are diagnosed as handicapped, the 10% handicap enrollment has been met. (Health data tallied at end of school year indicates that all those pending were diagnosed as handicapped; the 10% enrollment was thus met.)

Table 10 shows in rank order, the May 1977 total of handicaps, and the number of children diagnosed with those handicaps. Comparative data from the 1975-76 school year shows similar types of handicapping conditions identified in the students.

TABLE 10
TOTAL PROGRAM
HANDICAPPED CHILDREN DIAGNOSIS, MAY 1977¹

Type of Handicapping Condition	Number Identified
Speech Impairments	21
Asthma	14
Developmental Delays	8
Anemia	8
Heart Conditions	5
Seizure Disorders	3
Visual Impairments	2
Skin Problems	2
Hearing Impairments	2
Cleft Palate	1
Bronchitis	1
Cerebral Palsy	1
TOTAL	<u>68</u>

¹Handicap diagnoses include chronic illnesses.

3. Parent and Staff Education

Several workshops were held throughout the 1976-77 year dealing with such topics as health education, home safety, family health, child abuse and preventive health care. The Health Advisory Committee, composed of parents, Prekindergarten Head Start staff and health experts from the community met to formulate procedures for administering the medical component. One major activity sponsored by the committee this year was a Health Fair.

The Health Fair was given in the spring and provided free medical screening and health education to Head Start parents. Health staff from community agencies volunteered their time and expertise. An evaluation obtained positive reactions from the participants.

Overall, the 1976-77 participation of the parents in the Health Services component remains consistently similar to the 1975-76 school year in amount and degree of involvement. This suggests that the health staff effectively continues to involve parents and community in the process of maintaining the child's physical and mental well-being.

4. Nutrition

A part of the basic comprehensive care provided to children in Head Start is a nutrition program. Breakfast, lunch, and snacks, (providing two-thirds of the daily nutritional requirements for children) were served the entire school year.

Basic health literature (North, 1970, and Pless, 1968) suggests that growth problems (obesity and underweight) and anemia (a low level of hemoglobin) are related to poor nutritional diets. As can be noted from Table 10, one health problem was a high prevalence of anemia. Table 9 indicates the majority of the children screened for growth (height and weight) defects. The nutritional needs of the child are also attended to as part of the basic health program in Head Start.

An integral part of the daily educational program, nutrition also played a part in the instructional component. Learning activities in nutrition education included cooking experiences and size, shape, color concept-building. Adhering to the philosophy of family involvement in the total Head Start program, a ten-week nutrition course was held for parents. Numerous nutrition workshops were conducted throughout the 1976-77 school year for parents and nutrition training was given to staff.

5. Summary

The information gathered shows that a major portion of the student population received comprehensive health care as provided by Head Start. The facts also show that one form in which health services can be accessible and meaningful to the preschooler is through the delivery of such services in an early childhood education program. Head Start, as an early childhood program, appears to be effective in being the facilitator for health services delivery as well as a fundamental social modifier of family attitudes regarding child health.

B. SOCIAL SERVICES

Social Service support was provided to the families of the 846 children attending Prekindergarten Head Start centers through a staff of three social service workers and a Social Service Coordinator. Each worker had the responsibility for a "cluster" of centers, and data relating to the workers' interactions with parents and program staff were collected on a quarterly basis. (See Appendix A-3). The instrument was designed to collect data to meet two basic needs: (1) to provide documentation of program services to assess attainment of objectives, and (2) to provide objective information about the present service delivery system. The data collection form served as a record keeping device for Social Service workers.

Two training sessions were conducted with the Social Service staff, and close contact was maintained with the Social Service Coordinator during the September 1976-1977 data collection period.

Data to be presented will provide information above five Social Service concerns: (1) The proportion of parents identified as needing help who actually received help; (2) the types of concerns that demanded attention from the Social Service workers; (3) the types of responses that were made; (4) the relationships between presenting problems and the types of response; (5) common means for interacting between Social Service workers and parents.

1. Families Identified as Needing Help - Families Given Help

During the course of the 1976-1977 school year 649 (93%) of approximately 700 families with children in the Prekindergarten Head Start program were identified as needing help of a social service nature. This determination was made either by the Social Service worker alone, in the course of her regular duties, or by a classroom teacher. Of the 649 families, 415 or 77% received help. These figures compare favorably with other Early Childhood Programs with similar Social Service components. Though other programs reported giving help to a somewhat greater percentage of those identified as in need, Head Start personnel initially identified a considerably larger proportion of families who needed services.

2. Areas in which Parents Needed Social Service Help

In Table 11, the column labeled "Total Contacts" summarizes the degree to which contacts were made with parents relating to seven categories of need. Over seventy percent (70%) of all contacts were divided almost evenly between Child Attendance problems (36.4%) and Admissions and Recruitment (33.7%). When the Social Service worker acted as a liaison between the home and center, (including informing parents of program operation) 15.2% of the contacts occurred. Concerns related to Social Service worker contacts with a child's physical or mental health, family problems, and "passing along information" about community agencies constituted the basis for the remaining 14.7% of the parent contacts.

TABLE 11
PREKINDERGARTEN HEAD START
AREAS IN WHICH PARENTS NEEDED HELP AND THE METHODS EMPLOYED BY SOCIAL SERVICE WORKERS TO
GIVE HELP

	Method of Giving Help									
Areas in Which Help was Needed	Parent Contacts by Phone Only		Home Visits		Parent Conference at Center		Referrals		Total Contacts	
	N	%	N	%	N	%	N	%	N	%
Child's Attendance Problems	592	14.6	617	15.2	252	6.2	17	.4	1478	36.4
Child's Physical Health	54	1.3	98	2.4	16	.4	23	.6	191	4.7
Child's Mental Health	0	0	4	.1	0	0	0	0	4	.1
Family Problems	37	0.9	71	1.8	83	2.0	50	1.2	241	5.9
Program Info.Home/ School Liaison	298	7.3	178	4.4	136	3.4	5	.1	617	15.2
Information About Community Agencies	47	1.2	58	1.4	20	.5	36	.9	161	4.0
Admissions and Recruitment	541	13.4	431	10.6	358	8.8	36	.9	1366	33.7
TOTALS	1569	38.7	1457	35.9	865	21.3	167	4.1	4058	100.0

3. Modes of Contact Used by Social Service Workers

The bottom row of Table 11 labeled "Totals" shows the overall mode of interactions between Social Worker and parents. Contacts were predominately either by phone (38.7%) or home visits (35.9%), while conferences at the center accounted for 21.3% of the total contacts made.

4. Relationships Between the Area of Need and the Resultant Mode of Contact

Concerns about a child's lack of regular attendance were most commonly handled through a home visit (15.2% of the total contacts) or a phone call (14.6%) (see Table 11). In cases dealing with admissions and recruitment, a phone call was the primary mode of contact (13.3% of total), a home visit was second (10.6%), and a conference at the center was third (8.8%).

"Program Information" followed this same pattern, although it accounted for far fewer contacts. The few contacts precipitated by "Family Problems," however were seldom discussed over the phone, about one-fifth of "family problem" contacts were for the purpose of referring the family to another source for additional aid.

5. Summary

It appears that the Social Service Staff is providing effectively for families in need and is involved primarily with issues that relate either to children's regular attendance or concerns about admission and recruitment of new children. Interactions with parents concerning these issues most often take place during home visits or phone calls, and are least often discussed during center conferences.

In all cases the preferred mode of contact with parents appeared to be through face-to-face parent-staff contact primarily in the home or in the centers.

It should be noted overall that all "face-to-face" contacts, whether in the center or in the home, accounted for 57% of the total contacts made (typical of other preschool programs). However, contacts made at the parent's home ("Home Visits") by the Prekindergarten Head Start staff accounted for an unusually high proportion of "face-to-face" contacts.

V. STAFF DEVELOPMENT COMPONENT

In the Fall of 1976, the Early Childhood Evaluation Staff developed staff development questionnaires to assess the staff perceptions of the extent, effectiveness, and priorities for both current and future staff development activities across all early childhood programs. Questionnaires were sent to all Head Start teachers and aides, as well as supervisory staff in the Spring of 1977 (see Appendix A-4).

The data analyzed are from 24 teachers and 22 aides who represent 50% of the instructional staff in the Head Start Program. The results are reported first for teachers and second for aides (including assistant teachers) under each heading. Two instructional coordinators also returned questionnaires. The position for a third instructional coordinator was not filled until late in the school year, which appears to have influenced responses to some items.

A. Attendance At Staff Development Workshops

As can be seen in Table 12, the major types of staff development workshops Head Start teachers participated in were: local school staff development sessions, including faculty meetings (83%); program sponsored workshops (79%); and staff development provided by teacher centers (50%), health facilities (50%), and universities or colleges (50%).

The major types of staff development workshops aides attended (Table 12) were: program sponsored workshops (91%); local school staff development, including faculty meetings (85%); and health facilities workshops (68%).

TABLE 12
NUMBER OF WORKSHOPS ATTENDED
BY PREKINDERGARTEN HEAD START
TEACHERS AND AIDES

TYPE OF WORKSHOP PROVIDER	TEACHERS (N = 24)		AIDES (N = 23)	
	Number	Percent	Number	Percent
Community Agency	3	12.5	9	40.9
Health Facility	12	50.0	15	68.1
Local School	20	83.4	17	85.2
Program Sponsored	19	79.2	20	90.9
City-Wide Staff Development	3	12.5	1	4.5
District Early Childhood Education	3	12.5	2	9.1
Teacher Center	12	50.0	4	18.2
Professional Organization	9	37.5	5	22.6
University or College	12	50.0	5	26.5
Day Care, Title	5	20.8	3	13.6

B. Amount of Supervisory Support:

Sixty-seven percent (67%) of the teachers indicated (Table 13) that they had on-site consultations at least once a month, and 64% had workshops at least once a month. However, on-site teaching assistance was a less common style of support, in that 46% received this type of assistance less than once a month, and 42% received none throughout the year. This area was apparently influenced by the unfilled position of the third instructional coordinator.

The aides indicated (Table 13) that they had on-site consultations (91%) and workshop sessions (50%) at least once a month. Although less common, 28% of the aides received on-site teaching assistance monthly, 27% received it less than once a month, and 36% received none throughout the year.

C. Satisfaction with Supervisory Support

Ten types of support and supervisory service were listed, and respondents were asked to rate their satisfaction with each one. The majority of Head Start teachers (Table 14) were satisfied with 4 of the 10 services provided by supervisory and support personnel. The more satisfactory services in rank order were: 1) providing information about the program, and 2) giving support to individual concerns, to parent involvement, and to working out concerns about individual children.

TABLE 13
PREKINDERGARTEN HEAD START FREQUENCY
OF THREE TYPES OF SUPERVISORY SUPPORT RECEIVED
BY TEACHERS AND AIDES

RESPONSE Categories	Percent of Teachers (N=24)			Percent of Aides (N=22)		
	On Site Con- sultations	Workshop Sessions	On Site Demo., Teaching Assistance	On Site Con- sultations	Workshop Sessions	On Site Demo., Teaching Assistance
NO RESPONSE	8.3	8.3	8.3	0	5	9
NEVER	4.2	16.7	41.7	0	5	36
LESS THAN 1/MONTH	20.8	29.2	45.8	9	41	27
1/MONTH	16.7	29.2	0	55	41	23
BIWEEKLY	20.8	16.7	4.2	9	0	0
WEEKLY	29.2	0	0	27	9	5

TABLE 14
PREKINDERGARTEN HEAD START STAFF SATISFACTION
WITH SERVICES PROVIDED BY SUPPORT SUPERVISORY RESOURCE PERSONS

SERVICES PROVIDED	TEACHERS (N=24)			AIDES (N=22)		
	*Percentage Satisfied		RANK	*Percentage Satisfied		RANK
	Yes	No		Yes	No	
Conducts Workshop	41.7	58.3	6	36	46	7
Informs you of Program Information, Decisions and Curriculum Materials.	62.7	37.5	1	46	36	6
Gives Suggestions About the Effective Use of Curriculum Materials	37.5	58.3	8	50	32	4
Locates Available Resource Material	25.0	75.0	9	32	50	8
Provides on Site Classroom Training	16.7	79.2	10	14	68	10
Gives Support in Solving classroom management problems	41.7	50	6	59	27	2
Gives Support to Individual Concerns	58.3	37.5	2	50	36	4
Offers Support in Parent Involvement	58.3	37.5	2	59	27	2
Arranges Use of Professional Days	50.0	45.8	5	32	41	8
Gives Support in Working Out Concerns About Individual Differences	58.3	41.7	2	68	18	1

*The two Percentages for Satisfaction Yes and Satisfaction No do not always sum 100% since there are some cases of "No Response."

The less satisfactory services in rank order were: 1) on-site classroom training, 2) help in locating resource materials, and 3) suggestions about the effective use of curriculum materials. These are the two services with which the instructional coordinators reported spending most of their time. (Again, responses here may have been influenced by the absence of a third instructional coordinator.)

The majority of aides (Table 14) were satisfied with 3 of the 10 services provided by supervisory and support personnel. The more satisfactory services in rank order were: 1) giving support in working out concerns about individual children, and 2) giving support regarding both individual concerns and parent involvement.

The less satisfactory services were: 1) on-site classroom training, 2) arranging use of professional days; and locating available resource materials.

D. Impact of Staff Development on Classroom Practices

Teachers were asked to indicate to what degree various types of staff development changed classroom effectiveness. The most effective areas in rank order concerned staff development in: 1) child growth and development, 2) child abuse and 3) learning disabilities.

Aides reported the following staff development areas as having the most impact: 1) child abuse, 2) child growth and development, and 3) curriculum development.

E. Future Staff Development

The majority (71%) of teachers indicated that they preferred no one single kind of staff development, but rather some of each; i.e., on-site consultations, workshop sessions, and on-site teaching assistance. The two areas which the majority preferred for future staff development were: 1) using the creative arts to enrich the curriculum, and 2) individualizing instruction. The two instructional coordinators' responses were in some agreement with the teachers to the extent that individualizing instruction should be one of the priorities for future staff development; they also emphasized child development and curriculum development as major areas of need.

The less preferred areas for future staff development for 60% or more of the teachers were: 1) child abuse, 2) helping children take tests and 3) learning about commercial materials.

The majority of aides (64%) also indicated that they preferred no one single kind of staff development and that the most preferred areas for future staff development were: 1) using the creative arts to enrich the curriculum, 2) classroom management and 3) social behaviors.

The less preferred areas for future staff development were: 1) model-related training and individualizing instruction; 2) suspected child abuse, learning about commercial materials, and making effective use of physical space.

F. SUMMARY

The data included in this section represent the responses of only 50% of the instructional staff and must be treated with some caution. However, the following information regarding staff development was forthcoming.

The major sources for staff development workshops for both teachers and aides were program-sponsored, local school staff development (including faculty meetings), and health facilities. Supervisory support was most frequently provided by on-site consultations, somewhat less frequently by workshops, and little by on-site teaching assistance throughout the year. Since the program was without one, instructional coordinator for most of the year these findings seem to be reasonable.

The majority of teachers and aides were satisfied with supervisory and support personnel services reflecting concerns for people's problems, program information and parent involvement. They were not satisfied with the lack or low frequency of on-site classroom training.

Both teachers and aides agreed that staff development in child growth and development and in child abuse had the greatest impact on classroom effectiveness, but neither of these areas was a priority for future staff development. Instead, using the creative arts to enrich the curriculum was a priority area for both groups. Since instructional coordinators viewed child development as a priority for future staff development, a potent area for staff development might be the use of the creative arts to enhance child development.

VI. SUMMARY AND CONCLUSIONS

Generally, the program as a whole is performing as expected in all major areas. The following is a summary of major findings for each area in order of presentation.

A. Educational Component

The most frequently observed type of scheduled activity was Structured Activity, during which time instruction and directed activities emphasized Language/Concepts. The instructional staff's interaction with children was different during this type of scheduled activity compared to that during Free Play, Routines, and Outdoor Play. During Free Play the developmental emphasis was Social Interaction and Fine Motor Manipulation. During Routines the developmental emphasis was Social Interaction and Self-Help. During Free Play Routines the instructional staff talked more freely with the children providing direction, suggestions, and doing less "leading." During Outdoor Play, the developmental emphasis was Gross Motor and Social Interaction. During these times adults observed children more and talked with them less, probably because there was a greater distance between adults and children.

The developmental emphasis of the five models showed that the Montessori and Bank Street Models were characterized by more developmental emphasis in more areas than the average for the program. The Behavioral Analysis and Open Classroom Models tended to emphasize one or two areas, and de-emphasize two or three areas more than the average for the program. The Responsive Learning Model de-emphasized developmental areas more than the program average. The overall program was found to emphasize Social Interaction and Language/Concepts the most. Fine Motor Manipulation, Gross Motor,

Mathematics/Logic, and Self-Help received secondary emphasis. The area of Drawing/Writing was emphasized the least of all the areas.

Although the Learning Accomplishment Profile (LAP) appeared to present some technical difficulties, its use promises to be valuable for teachers' use and for program evaluation. Two technical problems were range and reliability. The older children tended to progress beyond the meaningful upper limits of the check-list instrument, and there was an unrealistic variation in rating children of the same age (considering the median scores of groups of children from different centers). This variation could be attributed to real differences in model effects or to differences in standards of mastery. When assuming that the variation is attributable to the effects of different models, a relationship among areas of developmental emphasis and relative LAP medians for development areas appeared. Thus, although tentative, the following findings are of considerable interest.

The children in the Bank Street and Montessori Models appear to be performing better than the average for the program. The children appear to be functioning at or above their corresponding age on the average. The children in the program progressed in their developmental skills. The children identified for special consideration early in the year showed developmental progress, and only seven percent of them failed to progress well beyond their original standing. Model developmental emphasis was compared to overall program emphasis. In that regard, it appears that what is or is not emphasized by the model bears a relationship to the developmental status of the children.

B. Parent Involvement

Parents volunteered for a wide variety of activities or tasks. The local parent group for each center directed their attention primarily to planning educational activities, raising funds, and holding social functions. The average parent volunteered over an hour per week, mostly in the classroom.

Ninety-one workshops were given for parents, and 136 parents were employed in the program during the year. Most of the parents were employed as teacher aides or their substitutes.

C. Health Services

The majority of the children were screened for health problems. Of those found to have problems, about three-fourths of the cases were under treatment. This was consistent with previous levels of service. As of the final diagnosis, the program exceeded 10% enrollment of handicapped children. As a service to the parents and the community, a Health Fair was held to screen children and give information to parents. The nutritional aspect of the program continued to provide two-thirds of the daily nutritional requirements for children, and was a second major avenue for employment of parents in the program.

D. Social Services

The Social Services staff provides effective service to the families in need. The majority of their contacts with parents stem from a concern for a child's irregular attendance or for the purpose of recruitment. The staff appeared to have an exceptionally high regard for "face-to-face" contacts either at the center or the families' homes.

E. Staff Development

The program operated with only two of its three instructional coordinators throughout most of the year. This seemed to have an impact on some concerns for staff development. The instructional staff who responded (50%) indicated satisfaction with the support they received to help resolve concerns about individual children or their families. They were satisfied with being informed about the program, and they were satisfied with the support given to parent involvement activities. There was little satisfaction with on-site training, locating of available resource materials, and the suggestions for effective use of resource materials. The work done on child growth and development, child abuse, and learning disabilities was seen by the staff as having the most impact on classroom effectiveness. The teachers who responded said they wanted to be trained to use the creative arts in their classrooms and to understand better how to individualize instruction. The aides echoed the teachers' interest in the creative arts, but alternatively wished to develop skills in classroom management and an understanding of social behaviors.

4-1

ME (2/77)

DIRECTIONS: For each item, circle "Y" if the item applies or was observed. Do NOT circle any item that does not apply or was not observed. For all others, enter a number or tally.

A 1.54

PREKINDERGARTEN OBSERVATION FORM - PART 2
 N1 (A/77)

DATE NAME

DATE CODE LINE NO.

MAJOR SCHEDULED ACTIVITY (CODE ONE PER CYCLE - ENTER IN CODE BLOCKS 71, 75, AND 79)	CYCLE ONE						CYCLE TWO						CYCLE THREE					
	1						2						3					
	2						3						4					
	3						4						5					
FREE PLAY	1						1						1					
STRUCTURED ACTIVITY	2						2						2					
ROUTINES	3						3						3					
OUTDOOR PLAY	4						4						4					
	5						5						5					
	6						6						6					
	7						7						7					
	8						8						8					
	9						9						9					
	10						10						10					
	11						11						11					
	12						12						12					
	13						13						13					
	14						14						14					
	15						15						15					
	16						16						16					
	17						17						17					
	18						18						18					
	19						19						19					
	20						20						20					
	21						21						21					
	22						22						22					
	23						23						23					
	24						24						24					
	25						25						25					
	26						26						26					
	27						27						27					
	28						28						28					
	29						29						29					
	30						30						30					
	31						31						31					
	32						32						32					
	33						33						33					
	34						34						34					
	35						35						35					
	36						36						36					
	37						37						37					
	38						38						38					
	39						39						39					
	40						40						40					
	41						41						41					
	42						42						42					
	43						43						43					
	44						44						44					
	45						45						45					
	46						46						46					
	47						47						47					
	48						48						48					
	49						49						49					
	50						50						50					
	51						51						51					
	52						52						52					
	53						53						53					
	54						54						54					
	55						55						55					
	56						56						56					
	57						57						57					
	58						58						58					
	59						59						59					
	60						60						60					
	61						61						61					
	62						62						62					
	63						63						63					
	64						64						64					
	65						65						65					
	66						66						66					
	67						67						67					
	68						68						68					
	69						69						69					
	70						70						70					
	71						71						71					
	72						72						72					
	73						73						73					
	74						74						74					
	75						75						75					
	76						76						76					
	77						77						77					
	78						78						78					
	79						79						79					
	80						80						80					
	81						81						81					
	82						82						82					
	83						83						83					
	84						84						84					
	85						85						85					
	86						86						86					
	87						87						87					
	88						88						88					
	89						89						89					
	90						90						90					
	91						91						91					
	92						92						92					
	93						93						93					
	94						94						94					
	95						95						95					
	96						96						96					
	97						97						97					
	98						98						98					
	99						99						99					
	100						100						100					

KEYPUNCH FIELDS		(73)	(77)	(81)
O B S E R V E D A C T I O N	ADULT WITH GROUP			
	LED GROUP			
	OBSERVED			
	GOT THINGS FOR CHILD			
	PLAYED/WORKED ALONG			
	SHOWED CHILDREN THE:			
	PHYSICALLY NURTURED			
	PHYSICALLY RESTRAINED			
	APPROVED BEHAVIOR			
	DISAPPROVED BEHAVIOR			
V E R B A L I N T E R A C T I O N	LIMITED/COMPELLED			
	SUGGESTED			
	DIRECTED (PROCEDURAL)			
	INSTRUCTED (KNOWLEDGE)			
	READ/SANG/TOLD STORY			
	QUESTIONED - CLOSED			
	QUESTIONED - OPEN			
	SHARED THOUGHTS			
	REFLECTED CHILD'S FEELINGS			
	SOCIAL TALK			

EARLY CHILDHOOD EVALUATION UNIT

THE LEARNING ACCOMPLISHMENT PROFILE RECORD

Child's Name _____ Birthdate _____

Teacher's Name _____ Center _____

Scoring: Put date of assessment for each item under proper attainment level.

R=Refuses to do. Mark under (-) column.

-Has difficulty or cannot do task.

j=Partial attainment.

+Can do with ease.

INSTRUCTIONS:

Begin with the first assessment items in each category. When the child cannot do 5 items with ease, these items constitute the instructional objectives for the child for that category.

Gross Motor Skills

Behavior	Dev. Age Months	-	j	+	Comments
Walk on tiptoe	30				
Balance on one foot 5 sec.	36				
Walk on a line	36-48				
Jump from bottom step	36-48				
Go upstairs using alternating feet	36-48				
Squat in play	36-48				
Run	36-48				
Throw ball overhead	36-48				
Catch bounced ball	36-48				
Skip on one foot	36-48				
Stand on one foot 4-8 seconds	36-48				
Hop on one foot	36-48				
Balance on one foot 10 seconds	36-48				
Climb ladder	48-60				
Walk backward heel-toe	56				
Run lightly on toes	60-72				
Skip on alternate feet	60-72				
Can jump rope	60-72				
Use overhead ladder	60-72				
Dance to music	60-72				
Hop 2-3 yds. on each foot separately	60-72				
Walk length of 6cm. wide board not stepping or falling off	60				
Jump from height of 12" landing on toes only	60-72				

**Fine Motor Skills
Manipulation**

Behavior	Dev. Age Months	-	$\frac{1}{2}$	+	Comments
Enjoys finger painting	30-35				
Makes mud cakes, sand pies	30-35				
Paints strokes, dots, and circular shapes on easel	30-35				
Cuts with scissors	35				
Picks up pins, thread etc. with each eye separately covered	36-48				
Drives nails and pegs	36-48				
Build tower of nine cubes	36-48				
Holds crayon with fingers	36-48				
Strings 4 beads	36-48				
Can close fist & wiggle thumb in imitation, R & L	36-48				
Puts 6 round pegs in round holes in peg board	36-48				
Imitates building bridge with cubes	36-48				
Builds tower of 10 or more cubes	48-60				
Draws with pencil or crayon	48-60				
Draws simple house	48-60				
Prints simple words	49-60				
Paper: Imitates folding & creasing paper three times	48-60				
Paper: Folds triangle from 6" square in imitation	48-60				
Learns to lace shoes	60-72				

Writing

Imitates V and H strokes	30				
Copies circle	36				
Imitates cross (+)	36				
Copies V, H, T	36-48				
Traces diamond	42				
Copies cross	46				
Copies V, H	48-60				
Draws man with 2 parts	48				
Adds 3 parts to incomplete man	48				

**Fine Motor Skills
Writing Continued**

Behavior	Dev. Age Months	-	1/2	+	Comments
Draws simple house	48-60				
Prints a few capitals	48-60				
Prints capital initials of own name	48-60				
Holds paper with other hand in writing	48-60				
Draws 3 bubbles correctly	54				
Copies star	48-60				
Copies square	56				
Copies cross	48-60				
Copies a triangle	60-72				
Copies rectangle with 'diagonals	60				
Draws simple house with door, windows, chimney, & roof	60-72				
Prints first name	60-72				
Writes a few letters spontaneously	60-72				
Draws recognizable man with head, trunk, legs, arms & features	60-72				
Frequently reverses letters, especially "5"	60-72				
Adds 7 parts to incomplete man	60-72				
Prints numbers 1-5	60-72				

**Social Skills
Responsibility - Interaction - Rapport**

Plays simple group games such as "Ring Around the Rosy"	30-35				
Domestic make believe play	30-35				
Observes others in play & joins in for a few minutes	30-35				
Listens attentively to stories	36-48				
Asks for favorite stories	36-48				
Enjoys floor play with blocks, boxes, train etc. alone or with others	36-48				
Understands taking turns	36-48				
Makes effort to keep surround- ings tidy	36-48				
Shows affection for younger siblings	36-48				

Social Skills Continued

Behavior	Dev. Age Months	-	1/2	+	Comments
Performs for others	44				
Carries a tray	36-48				
Helps with adult activities in house and garden	36-48				
Understands sharing	36-48				
Helps a little at household tasks, dusting drying dishes	36-48				
Associative group play takes place of parallel play	42				
Helps put away things	48				
Imaginative pretend play	36-48				
Plays cooperatively with other children	48				
Goes on errands outside home (classroom)	48				
Enjoys dressing up in adult clothes	48-60				
Plays competitive exercise games	48-60				
Inclined to verbal impertin- ence when frustrated	48-60				
Shows concern & sympathy	48-60				
Becomes aggressive with playmates	48-60				
Booses and criticizes	54				
Calls attention to own performance	54				
Shows off dramatically	54				
Comforts playmate in distress	60-72				
Performs simple errands	60-72				
Understands need for rules & fair play	60-72				
Respects property	60-66				
Plays complicated floor games	60-74				
Chooses own friends	60-74				
Plays simple table games	60-74				
Plans & builds constructively	60-74				
Relates clock time to daily schedule	60-74				
Gets along well in small groups	60-74				
Conforms to adult ideas	60-74				

Self-Help Skills

Independence

Behaviors	Dev Age Months	-	1/2	+	Comments
Removes coat or dress	24-36				
Dresses with supervision	32				
Buttons 2 buttons	33				
Puts on coat or dress unassisted	34				
Gets drink unassisted	24-36				
Dries own hands	24-36				
Unbuttons accessible buttons	36-48				
Feeds self with little spilling	36-48				
Spreads butter on bread with knife	36-48				
Pours well from pitcher	36-48				
Washes hands and face unaided	36-48				
Pulls on shoes	36-48				
Buttons coat or dress	40				
Dresses without supervision	42				
Brushes teeth	42				
Separates easily from mother	42				
Dries hands & face	42				
Eats with fork & spoon	36-48				
Can carry breakable objects	35-48				
Cares for self at toilet	45				
Laces shoes	48-60				
Can cut with a knife	48-60				
Buttons 4 buttons	50				
Puts away toys neatly in a box	60-72				
Uses bathroom unassisted	60-72				
Ties shoe lace	72				

Cognitive Ideation

Enjoys simple stories read from picture book	30-35				
Gives use of object	30-35				
Recognizes self in photographs	30-35				
Repeats 2 digits	30-35				
Participates in story telling with words or phrases	30-35				

Cognitive Skills Continued

Behavior	Dev. Age Months	-	$\frac{1}{2}$	+	Comments
Names 6 of 6 common objects: flag, chair, car, box, fork, key	30-35				
Can point to teeth, chin on request	34				
Knows sex	36				
Matches 2-3 primary colors	36-48				
Names all colors	36-48				
Can point to tongue, neck, arm, knee thumb	43-48				
Tells action in pictures	36-48				
Can name 10 pictures of 18 common objects	36-48				
Can name one pictured animal from memory	36-48				
Can count 2 blocks	36-48				
Puts together 7 piece puzzle	36-48				
Shows appreciation of past and present	40				
Comprehends 3 prepositions (on top of, under, inside)	42				
Can find pictures that are alike (Lotto)	42				
Can give sensible answers to questions like "Why do we have stoves?" etc.	42				
Can tell how many circles when shown 2	45				
Compares textures	48				
Can respond correctly to "A hat goes on your head, shoes go on your _____?"	49				
Names 14 of 18 pictures of common objects	48-60				
"Reads" pictures	48-60				
Can assemble 7 piece puzzle in 150 seconds	51				
Can name materials objects are made of	54				
Knows day, night	54				
Can compare 3 pictures - "Which is prettier? etc.	54				
Can tell pictorial likenesses & differences	54				
Can follow 3 commands in proper order	54				
Counts 4 objects and answers, "How many?"	54				

Cognitive Skills Continued

Behavior	Dev. Age Months	-	1/2	+	Comments
Selects heavier weight invariably	48-60				
When shown 3 circles, counts 3	48-60				
Can make opposite analogies	48-60				
Matches & names 4 primary colors	48-60				
Can obey commands using 4 prepositions, chair & ball	48-60				
Appreciates past, present & future	48-60				
Can define 6 words (bed, shoes, dog, apple, crayon, cup)	48-60				
Matches 10-12 colors	60-72				
Gives home address	60-72				
Knows source of 15 of 20 actions (What bounces? etc.)	60-72				
Acts out stories	60-72				
Gives age	60-72				
Can form rectangle from 2 triangle cards	60-72				
Can judge weights	60-72				
Knows names of coins: penny, dime, nickel	60-72				
Learns left from right	60-72				
Can tell similarities or differences in nine or twelve pictures	60-72				
Can count 6 objects when asked, "How many?"	60				
Can tell which is bigger when asked, "Which is bigger, a cat or a mouse?"	64				

Language

Uses 200 or more recognizable words	30-35				
Says a few nursery rhymes	30-35				
Utters negative statement	30-35				
Forms a verbal unsolicited question	30-36				
Follows a 2 stage command	30-36				
Speaks in approximately 6 word sentences	36-48				
Uses nouns and verbs most frequently	36-48				
Tells action in pictures	36-48				
Can whisper	36-48				

Language Continued

Behavior	Dev. Age Months	-	1/2	+	Comments
Can change voice to faster rate	36-48				
Can increase volume of voice	36-48				
Recites at least 1 nursery rhyme	36-48				
Can repeat 3 digits	36-48				
Has 900 word vocabulary	36-48				
Asks many questions beginning with "What?", "When?", "Where?"	36-48				
Uses plurals	36-48				
Verbalizes opposite analogies	36-48				
Can repeat a 6 word sentence	41				
Verbalizes sounds: b, p, m, w, h	36-48				
Names own drawing	36-48				
Listens eagerly to stories	36-48				
Talks to self in long monologue mostly concerned with the present, including make believe activities	36-48				
Relates experiences, describes activities	36-48				
Uses most frequently words: I, it, you, that, a, do, this, not, the	36-48				
Articulates without babytalk	54				
Gives age and birthday	48-60				
Listens to and tells long stories, sometimes confusing fact & fantasy	54				
Speaks fluently and correctly except for confusions of s, f, th	60-72				
Asks for meaning of abstract words	60-72				

Comments and dates from parent conferences:

Office of Research and Evaluation
School District of Philadelphia
Sherran Toll, Research Assistant
7/76

PREKINDERGARTEN HEAD START
INDIVIDUAL INSTRUCTIONAL OBJECTIVES

CHILD'S NAME _____ DATE _____

GROSS MOTOR SKILLS

FINE MOTOR SKILLS

SOCIAL SKILLS

SELF-HELP SKILLS

COGNITIVE SKILLS

LANGUAGE SKILLS

Program _____
Site _____

1/24/77

Social Service Tally

1. How many Follow Through families did you initially identify as needing help of a social service nature this month? (e.g., help in using community agencies; help with family problems, etc.) Do not include families who you have previously identified as needing help. _____
2. How many of these Follow Through families (included above) were given help this month? _____
3. Please indicate the types of help given in the chart below: (Include all Follow Through families.)

	Ways in Which Help Was Given							
	No. of Parent Contacts by Phone <u>Only</u>	No. of Home Visits	No. of Parent Conferences at Center	No. of Contacts with Other Agencies	No. of Persons Referred	No. of Cases Where You Acted on the Child/ Adult's Behalf	No. of Conferences with Staff	No. of Counsel- ing Sessions with Families or Individuals
Areas in Which Help Was Given								
Child Attendance Problems								
Child's Physical Health								
Child's Mental Health								
Family Problems								
Program Info. Home-Schl. Liaison								
Info. About Community Agencies								
Admissions								
Recruitment								

4. How many Follow Through families received their initial home visit this month? _____
5. What is the total number of Follow Through families at your school? _____
6. How many families were contacted 1-3 times? _____
7. How many families were contacted 4-6 times? _____
8. How many families were contacted more than 6 times? _____
9. How many families did you work with this month to follow up on a previous problem? _____

Include
All
Follow
Through
Families

**EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE**
RS (REV. 2/77)

LOG NUMBER

(1)

(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to obtain baseline data on a number of issues dealing with staff development for several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) available to each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question.
We very much appreciate the time you are spending in completing this information.
You may enter comments on page 4.

BACKGROUND INFORMATION			
2 INDICATE YOUR PROGRAM:		5 FOR KINDERGARTEN CLASSES ONLY, INDICATE IF YOUR PROGRAM IS BILINGUAL	
CHILD CARE	1	NOT APPLICABLE	3
DURHAM INFANT TODDLER	2	BILINGUAL	1
FOLLOW THROUGH	3	ENGLISH LANGUAGE	2
FOLLOW THROUGH EXPANSION	4		
SET SET DAY CARE	5	6 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH AGE 5) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?	
PRE-K HEAD-START	6	1 - 2 YEARS	1
PARENT CO-OP NURSERIES	7	3 - 5 YEARS	2
PRIMARY SKILLS	8	6 - 10 YEARS	3
REGULAR KINDERGARTEN	9	OVER 10 YEARS	4
3 INDICATE FOLLOW THROUGH MODEL:		7 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?	
NOT APPLICABLE	8	1 - 2 YEARS	1
BANK STREET	1	3 - 5 YEARS	2
BEHAVIOR ANALYSIS	2	6 - 10 YEARS	3
BILINGUAL BICULTURAL	3	OVER 10 YEARS	4
EDC	4		
FLORIDA PARENT	5		
PARENT IMPLEMENTED	6		
PHILADELPHIA PROCESS	7		
4 INDICATE FOLLOW THROUGH EXPANSION AND PRIMARY SKILLS OPTION:		8 INDICATE YOUR PRESENT POSITION:	
NOT APPLICABLE	5	TEACHER	1
OPTION 1	1	ASSISTANT TEACHER	2
OPTION 2	2	AIDE	3
OPTION 3	3		
OPTION 4	4		

WHAT DID YOU DO THIS YEAR?						WHAT SUPPORT DID YOU GET?																																																																																																																							
Indicate how often you attended workshops, professional meetings, etc. from each of the following sources over the past year:						For each of the categories listed in A, B, and C below, indicate the extent to which you received program-sponsored staff development this year:																																																																																																																							
<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="5">NUMBER OF SESSIONS</th> </tr> <tr> <th colspan="2"></th> <th>1 - 5</th> <th>6 - 10</th> <th>OVER 10</th> <th>NEVER</th> <th></th> </tr> </thead> <tbody> <tr> <td>8</td> <td>COMMUNITY (GOV'T AGENCY PAAC, PARC, ETC.)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>9</td> <td>HEALTH CARE FACILITIES</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>10</td> <td>LOCAL SCHOOL STAFF DEVELOPMENT DAYS (1/2 DAY OR FACULTY MEETING)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>11</td> <td>PROGRAM-SPONSORED STAFF DEVELOPMENT</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>12</td> <td>CITY-WIDE SCHOOL DISTRICT IN-SERVICE COURSE</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>13</td> <td>DISTRICT EARLY CHILDHOOD PROGRAM</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>14</td> <td>TEACHER CENTERS (DURNAM, ADVISORY CENTER, COMMUNITY RESOURCES)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>15</td> <td>PROFESSIONAL ORGANIZATIONS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>16</td> <td>UNIVERSITY OR COLLEGE</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> <tr> <td>17</td> <td>DAY CARE SERVICES & OTHER TITLE XX PROGRAMS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td></td> </tr> </tbody> </table>								NUMBER OF SESSIONS							1 - 5	6 - 10	OVER 10	NEVER		8	COMMUNITY (GOV'T AGENCY PAAC, PARC, ETC.)	1	2	3	4		9	HEALTH CARE FACILITIES	1	2	3	4		10	LOCAL SCHOOL STAFF DEVELOPMENT DAYS (1/2 DAY OR FACULTY MEETING)	1	2	3	4		11	PROGRAM-SPONSORED STAFF DEVELOPMENT	1	2	3	4		12	CITY-WIDE SCHOOL DISTRICT IN-SERVICE COURSE	1	2	3	4		13	DISTRICT EARLY CHILDHOOD PROGRAM	1	2	3	4		14	TEACHER CENTERS (DURNAM, ADVISORY CENTER, COMMUNITY RESOURCES)	1	2	3	4		15	PROFESSIONAL ORGANIZATIONS	1	2	3	4		16	UNIVERSITY OR COLLEGE	1	2	3	4		17	DAY CARE SERVICES & OTHER TITLE XX PROGRAMS	1	2	3	4		18 A. ON-SITE CONSULTATIONS (This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.) <table border="1"> <tbody> <tr> <td>LESS THAN ONCE A MONTH</td> <td>1</td> </tr> <tr> <td>ONCE A MONTH</td> <td>2</td> </tr> <tr> <td>EVERY OTHER WEEK</td> <td>3</td> </tr> <tr> <td>AT LEAST ONCE A WEEK</td> <td>4</td> </tr> <tr> <td>NEVER, NOT AT ALL</td> <td>5</td> </tr> </tbody> </table> 19 B. WORKSHOP SESSIONS <table border="1"> <tbody> <tr> <td>LESS THAN ONCE A MONTH</td> <td>1</td> </tr> <tr> <td>ONCE A MONTH</td> <td>2</td> </tr> <tr> <td>EVERY OTHER WEEK</td> <td>3</td> </tr> <tr> <td>AT LEAST ONCE A WEEK</td> <td>4</td> </tr> <tr> <td>NEVER, NOT AT ALL</td> <td>5</td> </tr> </tbody> </table> 20 C. ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE <table border="1"> <tbody> <tr> <td>LESS THAN ONCE A MONTH</td> <td>1</td> </tr> <tr> <td>ONCE A MONTH</td> <td>2</td> </tr> <tr> <td>EVERY OTHER WEEK</td> <td>3</td> </tr> <tr> <td>AT LEAST ONCE A WEEK</td> <td>4</td> </tr> <tr> <td>NEVER, NOT AT ALL</td> <td>5</td> </tr> </tbody> </table> 21 IS ON-GOING STAFF DEVELOPMENT BUILT INTO THE SCHOOL DAY? <table border="1"> <tbody> <tr> <td>YES</td> <td>1</td> </tr> <tr> <td>NO</td> <td>2</td> </tr> </tbody> </table>		LESS THAN ONCE A MONTH	1	ONCE A MONTH	2	EVERY OTHER WEEK	3	AT LEAST ONCE A WEEK	4	NEVER, NOT AT ALL	5	LESS THAN ONCE A MONTH	1	ONCE A MONTH	2	EVERY OTHER WEEK	3	AT LEAST ONCE A WEEK	4	NEVER, NOT AT ALL	5	LESS THAN ONCE A MONTH	1	ONCE A MONTH	2	EVERY OTHER WEEK	3	AT LEAST ONCE A WEEK	4	NEVER, NOT AT ALL	5	YES	1	NO	2
		NUMBER OF SESSIONS																																																																																																																											
		1 - 5	6 - 10	OVER 10	NEVER																																																																																																																								
8	COMMUNITY (GOV'T AGENCY PAAC, PARC, ETC.)	1	2	3	4																																																																																																																								
9	HEALTH CARE FACILITIES	1	2	3	4																																																																																																																								
10	LOCAL SCHOOL STAFF DEVELOPMENT DAYS (1/2 DAY OR FACULTY MEETING)	1	2	3	4																																																																																																																								
11	PROGRAM-SPONSORED STAFF DEVELOPMENT	1	2	3	4																																																																																																																								
12	CITY-WIDE SCHOOL DISTRICT IN-SERVICE COURSE	1	2	3	4																																																																																																																								
13	DISTRICT EARLY CHILDHOOD PROGRAM	1	2	3	4																																																																																																																								
14	TEACHER CENTERS (DURNAM, ADVISORY CENTER, COMMUNITY RESOURCES)	1	2	3	4																																																																																																																								
15	PROFESSIONAL ORGANIZATIONS	1	2	3	4																																																																																																																								
16	UNIVERSITY OR COLLEGE	1	2	3	4																																																																																																																								
17	DAY CARE SERVICES & OTHER TITLE XX PROGRAMS	1	2	3	4																																																																																																																								
LESS THAN ONCE A MONTH	1																																																																																																																												
ONCE A MONTH	2																																																																																																																												
EVERY OTHER WEEK	3																																																																																																																												
AT LEAST ONCE A WEEK	4																																																																																																																												
NEVER, NOT AT ALL	5																																																																																																																												
LESS THAN ONCE A MONTH	1																																																																																																																												
ONCE A MONTH	2																																																																																																																												
EVERY OTHER WEEK	3																																																																																																																												
AT LEAST ONCE A WEEK	4																																																																																																																												
NEVER, NOT AT ALL	5																																																																																																																												
LESS THAN ONCE A MONTH	1																																																																																																																												
ONCE A MONTH	2																																																																																																																												
EVERY OTHER WEEK	3																																																																																																																												
AT LEAST ONCE A WEEK	4																																																																																																																												
NEVER, NOT AT ALL	5																																																																																																																												
YES	1																																																																																																																												
NO	2																																																																																																																												

Look at the services provided by resource/support/supervisory personnel. If you are satisfied, circle '1'. If not, circle '2'.

Please put in order of IMPORTANCE to you the following services provided by resource/support/supervisory personnel (1 - highest to 10 - lowest).

	GENERALLY SATISFIED	GENERALLY NOT SATISFIED
23 CONDUCTS WORKSHOPS	1	2
24 INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	1	2
25 GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	1	2
26 LOCATES AVAILABLE RESOURCE MATERIALS	1	2
27 ON-SITE CLASSROOM TRAINING	1	2
28 GIVES SUPPORT IN SOLVING CLASSROOM MGT. PROBLEMS	1	2
29 GIVES SUPPORT TO INDIVIDUAL CONCERNS	1	2
30 OFFERS SUPPORT IN PARENT INVOLVEMENT	1	2
31 ARRANGES USE OF PROFESSIONAL DAYS	1	2
32 GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	1	2
33 Rate the effectiveness of the training provided by outside model consultants this year (Follow Through Only):		

NOT APPLICABLE	4
MINIMALLY EFFECTIVE	1
MODERATELY EFFECTIVE	2
VERY EFFECTIVE	3

	1	2	3	4	5	6	7	8	9	10
34 CONDUCTS WORKSHOPS										
35 INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES										
36 GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS										
37 LOCATES AVAILABLE RESOURCE MATERIALS										
38 PROVIDES ON-SITE CLASSROOM TRAINING										
39 GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS										
40 GIVES SUPPORT TO INDIVIDUAL CONCERNS										
41 OFFERS SUPPORT IN PARENT INVOLVEMENT										
42 ARRANGES USE OF PROFESSIONAL DAYS										
43 GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN										

WHAT EFFECT DID IT HAVE?					WHAT ABOUT FUTURE STAFF DEVELOPMENT?															
Indicate the extent to which staff development this year resulted in greater effectiveness in your classroom:					88 WOULD YOU LIKE MORE RELEASE TIME DURING THE SCHOOL DAY FOR STAFF DEVELOPMENT? <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">YES</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>NO</td> <td style="text-align: center;">2</td> </tr> </table> 81 INDICATE THE ONE TYPE OF STAFF DEVELOPMENT YOU WOULD PREFER MOST: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">ON-SITE CONSULTATIONS</td> <td style="width: 20%; text-align: center;">1</td> </tr> <tr> <td>WORKSHOP SESSIONS</td> <td style="text-align: center;">2</td> </tr> <tr> <td>ON-SITE DEMONSTRATIONS</td> <td style="text-align: center;">3</td> </tr> <tr> <td>SOME OF EACH</td> <td style="text-align: center;">4</td> </tr> <tr> <td>NONE AT ALL</td> <td style="text-align: center;">5</td> </tr> </table> COMMENTS:		YES	1	NO	2	ON-SITE CONSULTATIONS	1	WORKSHOP SESSIONS	2	ON-SITE DEMONSTRATIONS	3	SOME OF EACH	4	NONE AT ALL	5
YES	1																			
NO	2																			
ON-SITE CONSULTATIONS	1																			
WORKSHOP SESSIONS	2																			
ON-SITE DEMONSTRATIONS	3																			
SOME OF EACH	4																			
NONE AT ALL	5																			
AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE																			
	LITTLE	MODERATE	GREAT																	
44 SOCIAL BEHAVIORS	1	2	3																	
45 PARENT INVOLVEMENT	1	2	3																	
46 USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	1	2	3																	
47 CHILD GROWTH AND DEVELOPMENT ISSUES	1	2	3																	
48 COMMUNITY RESOURCES	1	2	3																	
49 CURRICULUM DEVELOPMENT	1	2	3																	
50 CLASSROOM MANAGEMENT	1	2	3																	
51 MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1	2	3																	
52 MODEL/OPTION RELATED TRAINING	1	2	3																	
53 HELPING CHILDREN TAKE TESTS	1	2	3																	
54 IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	1	2	3																	
55 LEARNING ABOUT COMMERCIAL MATERIALS	1	2	3																	
56 INDIVIDUALIZING INSTRUCTION	1	2	3																	
57 LEARNING DISABILITIES	1	2	3																	
58 SUSPECTED CHILD ABUSE AND NEGLECT	1	2	3																	
59 USING TEACHER CENTER FACILITIES	1	2	3																	

WHAT ABOUT FUTURE STAFF DEVELOPMENT?

Indicate any areas of staff development in which you would participate without reimbursement and on your own time:

Out of the following areas for future staff development, choose the FIVE you prefer most by circling "1"; those you do not prefer by circling "2".

AREA OF STAFF DEVELOPMENT			WILLING	NOT WILLING	AREA OF STAFF DEVELOPMENT			PREFERRED	NOT PREFERRED
62	SOCIAL BEHAVIORS		1	2	78	SOCIAL BEHAVIORS		1	2
63	PARENT INVOLVEMENT		1	2	79	PARENT INVOLVEMENT		1	2
64	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM		1	2	80	USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM		1	2
65	GROWTH AND DEVELOPMENT ISSUES		1	2	81	GROWTH AND DEVELOPMENT ISSUES		1	2
66	COMMUNITY RESOURCES		1	2	82	COMMUNITY RESOURCES		1	2
67	CURRICULUM DEVELOPMENT		1	2	83	CURRICULUM DEVELOPMENT		1	2
68	CLASSROOM MANAGEMENT		1	2	84	CLASSROOM MANAGEMENT		1	2
69	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE		1	2	85	MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE		1	2
70	MODEL/OPTION RELATED TRAINING		1	2	86	MODEL/OPTION RELATED TRAINING		1	2
71	HELPING CHILDREN TAKE TESTS		1	2	87	HELPING CHILDREN TAKE TESTS		1	2
72	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS		1	2	88	IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS		1	2
73	LEARNING ABOUT COMMERCIAL MATERIALS		1	2	89	LEARNING ABOUT COMMERCIAL MATERIALS		1	2
74	INDIVIDUALIZING INSTRUCTION		1	2	90	INDIVIDUALIZING INSTRUCTION		1	2
75	LEARNING DISABILITIES		1	2	91	LEARNING DISABILITIES		1	2
76	SUSPECTED CHILD ABUSE AND NEGLECT		1	2	92	SUSPECTED CHILD ABUSE AND NEGLECT		1	2
77	USING TEACHER CENTER FACILITIES		1	2	93	USING TEACHER CENTER FACILITIES		1	2

Early Childhood Evaluation Unit - Quarterly Parent Involvement Questionnaire

The following questionnaire is the Early Childhood Evaluation Unit-Quarterly Parent Involvement Questionnaire, which is designed to document parent involvement on a quarterly basis, and to uniformly collect data across all Early Childhood Programs. It is understood that different programs have different parent involvement goals, and where some questions are not applicable to your program, please indicate in the spaces provided. You may elect to add additional information on the back of the questionnaire to further describe activities and events. Your help in answering this questionnaire will be greatly appreciated.

Directions for Completing Questionnaire

If an item is not applicable, please use NOT applicable codes when provided.

Questions 1-5 - Circle one response for each question.

Please note that question 5 asks for the main parent group.

Question 6 - Please mark one response for each parent activity. If you have other activities, please specify in the "OTHER" category.

Question 7 - Circle 1 for "YES" or 2 for "NO." If "YES" please identify the group and explain how they worked with the parent group or in the classroom.

Questions 8,9,10,11 - Enter leading zeros whenever the number to be reported is smaller than the space provided.

Question 8 - Example: Suppose nine different parents attended at least one meeting or affair; your entry should look like this: 0 0 9.

Question 9a - Example: If seven volunteers attended a 3 hour planning policy session for a total of 21 hours; your entry should look like this:

Planning Policy	# Hours
	<u>0</u> <u>0</u> <u>2</u> <u>1</u>

Question 9b - Example: This question should be filled out the same as 9a but with the number of workshops included for each category. If 10 people attend a 2 hour workshop; your entry should look like this:

# Hours	# Workshops
<u>0</u> <u>0</u> <u>2</u> <u>0</u>	<u>0</u> <u>1</u>

Question 10 - Example: Perhaps 5 of the 10 workshops were provided by your program, i. e., 50% of the total number of workshops listed in 9b; your entry should look like this:

#	Percentage
<u>0</u> <u>5</u>	<u>0</u> <u>5</u> <u>0</u> <u>X</u>

Question 11 - This question is to be filled out for the total year and handed in during the last quarter, i. e., May 1977. If 9 program parents have held jobs as supervisors; your entry should look like this:

Supervisor 0 9

Please detach the cover directions and Question 11 before returning the questionnaire.

7. Are any community groups working with parent committees or in classroom activities this quarter?

	<u>YES</u>	<u>NO</u>
13	1	2

If yes, please explain _____

8. Enter the number of different parents (unduplicated count) who attended at least one meeting, affair this quarter (one digit per space using leading zeros e. g., 0 0 9)

14 _____

9. Enter the total number of volunteer hours for each of the following:

a. TYPE

HOURS

Planning Policy	15	_____
General Meetings	16	_____
Classroom participation	17	_____
Trips - class	18	_____
Home volunteer work	19	_____
Other (please specify)	20	_____

- b. PARENT WORKSHOPS (enter Number of volunteers, Number of hours, and Number of Workshops)

		<u># Hours</u>	<u># Workshops</u>
Educational	21	_____	_____
Planning policy	22	_____	_____
Social services	23	_____	_____
Personal growth and development	24	_____	_____
Careers - job training	25	_____	_____
Other (please specify)	26	_____	_____

Total
Number of _____
Workshops

10. Of the total number of workshops listed in 9b above what is the number and percentage provided by your program?

27 _____
number percentage _____%

Early Childhood Evaluation Unit -
Quarterly Parent Involvement Questionnaire

LOG # _____

Center/School _____

Directions: For each item circle one response code, otherwise enter a number as indicated.

1. <u>PROGRAM</u>		3. <u>OPTION</u>	
2	Child Care 1		Option 1..... 1
	Durham Infant Toddler 2		Option 2..... 2
	Fellow Through 3		Option 4..... 3
	Fellow Through Expansion 4		Option 5..... 4
	Get Set Day Care 5		Not Applicable..... 5
	Prekindergarten 10 -		
	Month Head Start 6		
	Parent Coop Nurseries 7	4. <u>QUARTER BEING REPORTED</u>	
	Primary Skills Program 8		September to December..... 1
	Regular Kindergarten 9		January to March..... 2
			April and May..... 3
2. <u>MODEL</u>			
	Bank Street 1	5. What is the main parent group that program	
3	Behavioral Analysis 2	parents are involved in at the site level?	
	Bilingual - Bicultural 3	Center or School Parent Committee/Group	
	KDC 4	(Child Care, Durham Infant Toddler,	
	Florida Parent 5	Head Start, Fellow Through, Parent Coop) 1	
	Parent Implemented 6	Home and School Association 2	
	Philadelphia Process 7	Title I Parent School Committee 3	
	Not Applicable 8	Kindergarten-Counselor Project 4	

6. FUNCTION OF THE MAIN PARENT GROUP

For the activities below, indicate the amount of time your parent group spends on each, by circling the appropriate code.

		NOT APPLICABLE	LITTLE OR NO TIME	MODERATE	GREAT DEAL OF TIME
7	a. Making input into policy decisions, budget, etc.	1	2	3	4
8	b. Participating in and/or planning of educational activities-trips etc.	1	2	3	4
9	c. Attending sessions in: Home economics - nutrition home budgeting, sewing classes	1	2	3	4
10	d. Participating in and/or planning of social activities, plays, concerts	1	2	3	4
11	e. Fund raising-cake sales, bazaar, book fairs	1	2	3	4
12	f. Other (please specify).	1	2	3	4

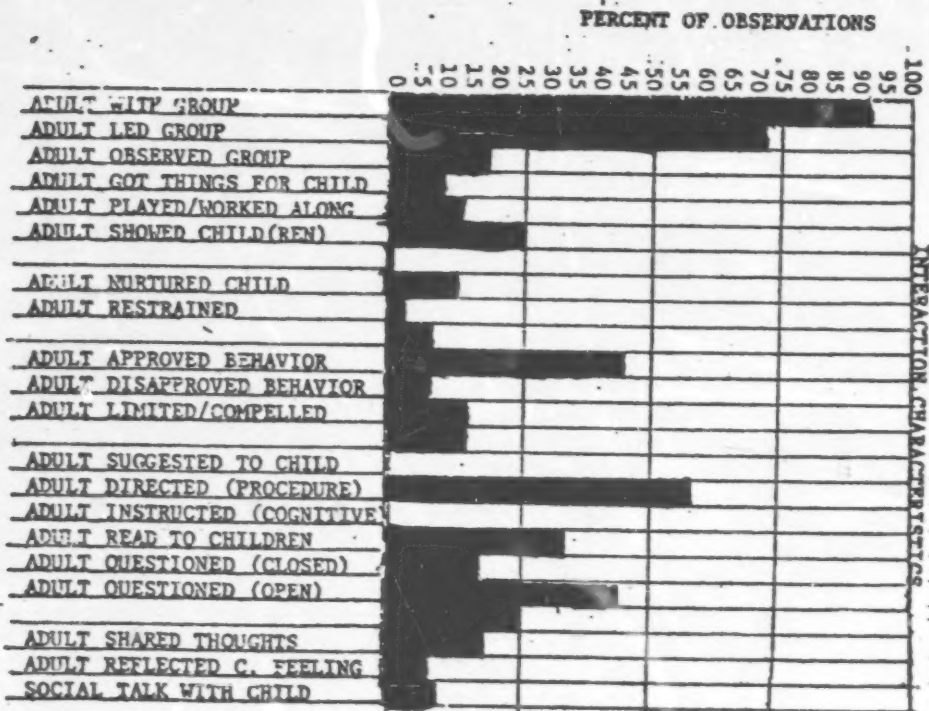
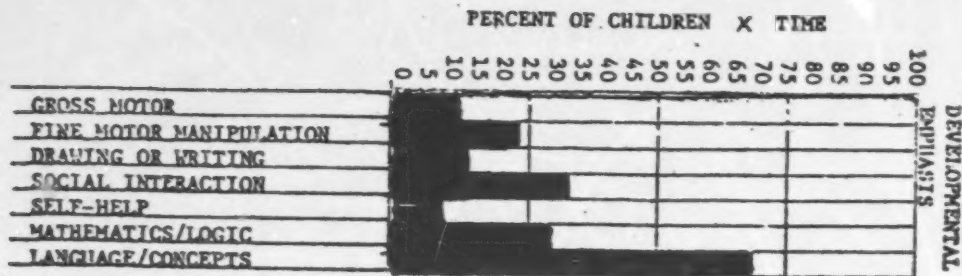
This page is to be kept and handed in along with the information for the Spring Quarter (April, May).

- II. List the number of program parents who have held each type of job, in your program, at any time between September 1976 through May 1977. (We realize that most programs do not serve as employment agencies but occasionally parents may be hired as program staff.)

<u>Type</u>	<u>Number of Parents</u>		
Educational			
Supervisor	28	_____	_____
Lead Teachers	29	_____	_____
Teachers	30	_____	_____
Substitute Teachers	31	_____	_____
Aides	32	_____	_____
Substitute Aides	33	_____	_____
Assistant Teachers	34	_____	_____
Substitute Assistant Teachers	35	_____	_____
Para Scholars (Stipend)	36	_____	_____
Other (please specify)	37	_____	_____
Health			
Nurse	38	_____	_____
Health aide	39	_____	_____
Nutritionist	40	_____	_____
Noon time aides	41	_____	_____
Other (please specify)	42	_____	_____
Social Services			
Social worker/Supervisor	43	_____	_____
Social worker assistant	44	_____	_____
Social worker aide	45	_____	_____
School community coordinator	46	_____	_____
Parent involvement coordinator/Supervisor	47	_____	_____
Parent Involvement workers	48	_____	_____
Other (please specify)	49	_____	_____
Office			
Administrator	50	_____	_____
Secretary	51	_____	_____
Other (please specify)	52	_____	_____

11. Position of person filling out form _____

Appendix B

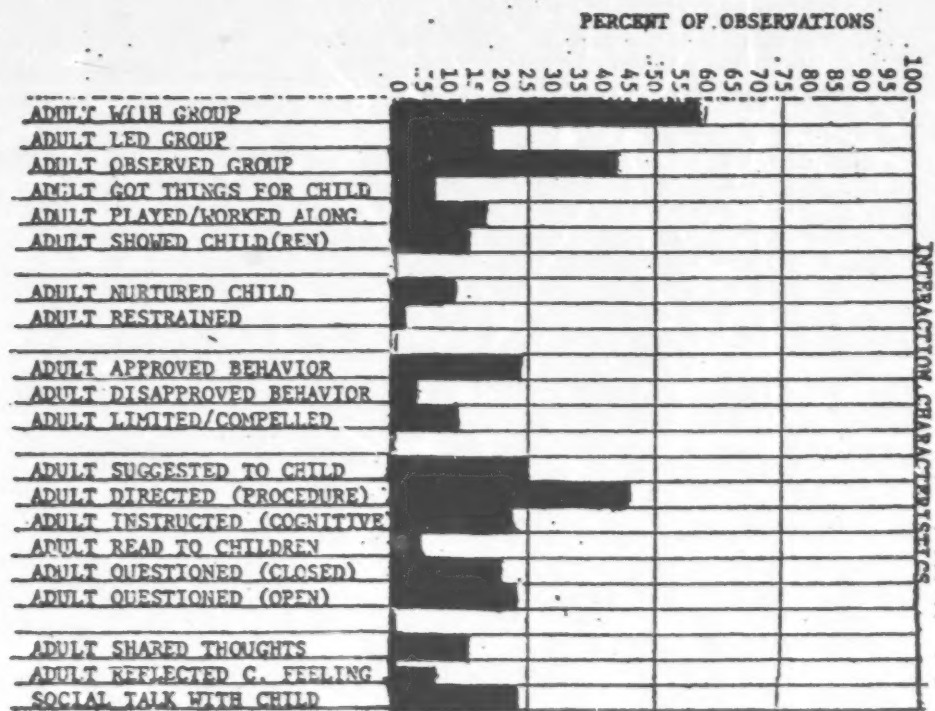
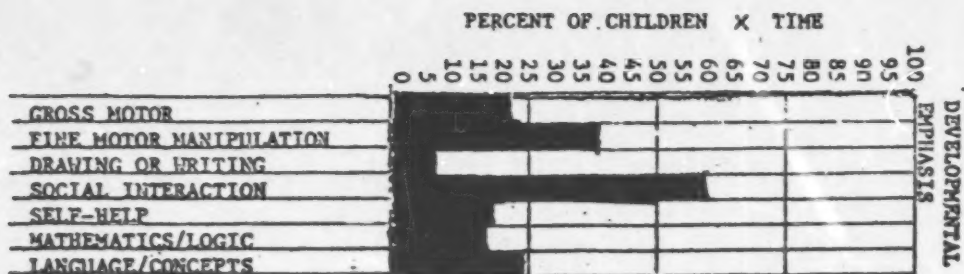


PREKINDERGARTEN HEAD START
STRUCTURED ACTIVITY : 1976-1977

OBSERVATIONS

SITES 17

NUMBER OF
APPLICABLE:



PREKINDERGARTEN HEAD START
FEBR PLAY: 1976-1977

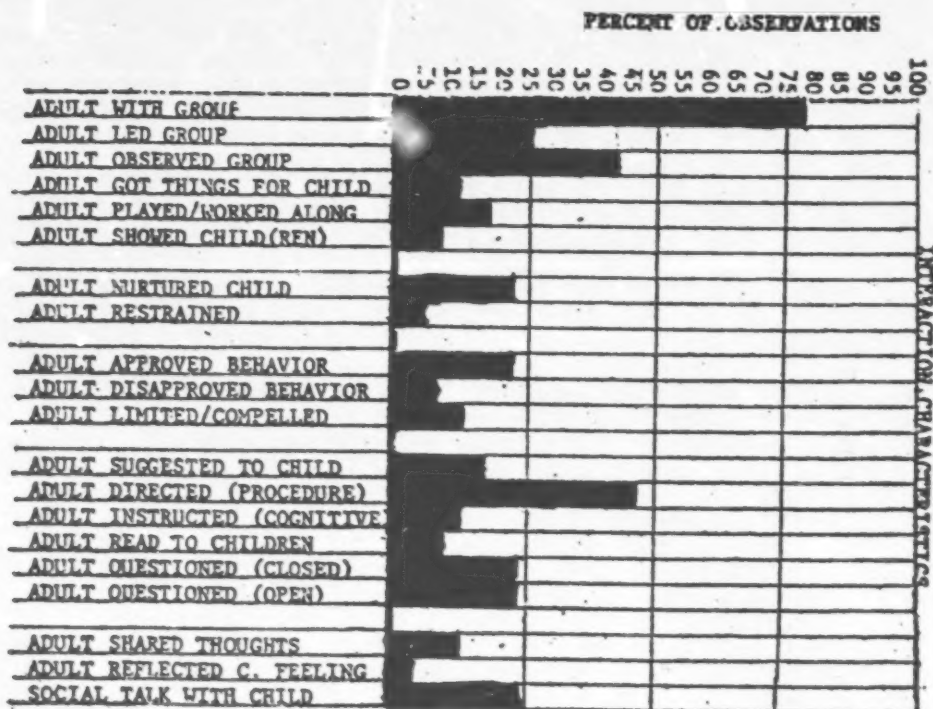
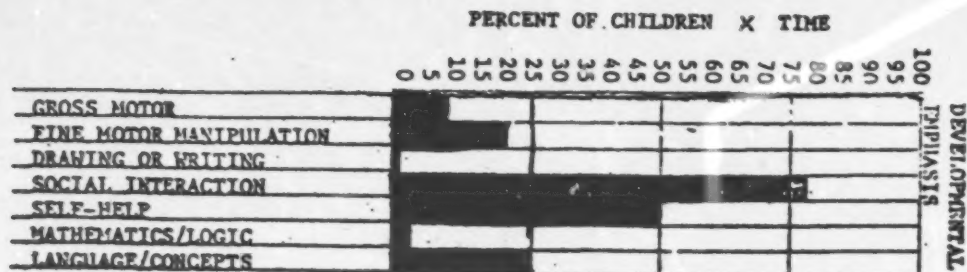
NUMBER OF
APPLICABLE:

SITES 18

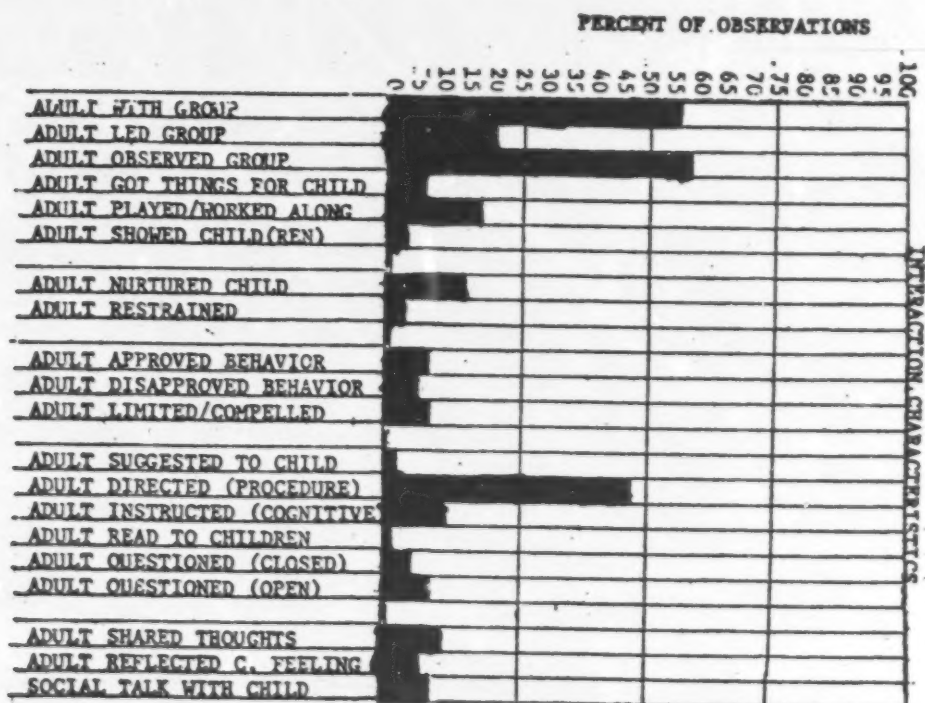
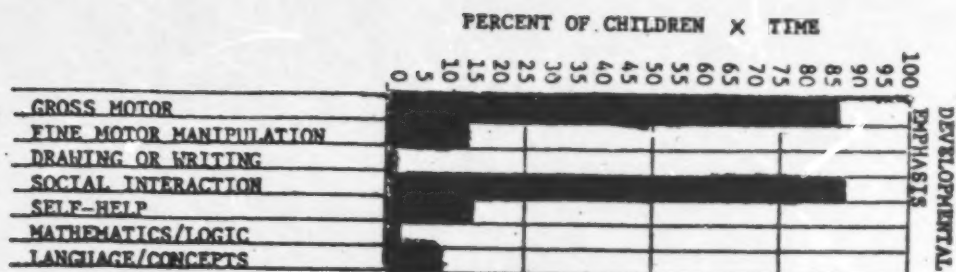
OBSERVATIONS

360

PREKINDERGARTEN HEAD START
ROUTINES : 1976-1977



NUMBER OF
APPLICABLE:
SITES 13
OBSERVATIONS
185



PRE-UNDERGARTEN HEAD START
OUTDOOR PLAY : 1976-1977

NUMBER OF
APPLICABLE:

SITES 7

OBSERVATIONS

85